



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1055 N. Main Street, San Luis, AZ 85349

Gadsden Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Alyson Grice Bequette
Schedule : 07:00 AM to 03:30 PM
Grades : Pre-K-6
Web Address : www.gesd32.org
Phone Number : (928) 627-6900
Fax Number : (928) 627-9717
E-mail : abequette@gesd32.org

Mission

Rio Colorado School- A professional learning community to:

- *Shape students into successful learners
- *Instill positive values
- *Provide a safe and literacy rich environment
- *Promote community collaboration
- *Train and develop leaders who will influence others to reach their goals
- *Motivate parents to take an active role in their child's education

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Implement whole school team planning and vertical planning. Develop leadership teams in the areas of reading, writing and science/math.
- ü Master curriculum goals and monitor progress through the use of assessments, Dibels, and benchmark tests. Use these results to identify student's academic needs. Provide students with increased vocabulary and develop their oral English skills.
- ü Focus on the educational purpose of assessment: monitor progress, focus and develop targeted, explicit instruction.
- ü Form intervention team for 60 additional minutes daily intervention of targeted students.

Enrollment

October 1, 2005 School Year Student Enrollment : 686
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- ü Reading First
- ü Hands on Math
- ü Oral English Development
- ü Integrated Curriculum Content
- ü 21st Century
- ü Reading First
- ü Accelerated Reader
- ü Reading and Writing Interventions

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Provide a child-centered environment free of verbal or physical threats. Provide a content rich learning environment that strives to master all curriculum objectives. Communicate with the parents and community through meetings, cooperative projects, newsletters.

Parents

Provide support and encouragement at home to accomplish homework and reading literacy. To ensure students attend school on a timely and daily basis. To assist parent/teacher conferences, open house, and meetings. Parents participate as volunteers.

Transportation Policy

The district is committed to provide student transportation to all Kindergarten through third grade students including those who live within the one-mile radius. Children riding the bus must keep their hands and feet inside the bus.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Perfect attendance	
ü Good citizen award	
ü Honor roll	

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	500	80010	100	98	99	420	420	447	24	23	10	26	26	18	44	47	53	6	3	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	245	38935	100	99	99	424	424	447	19	18	9	26	27	19	45	50	55	10	5	17
Male	36	255	40974	100	98	98	415	415	448	31	28	11	25	26	18	42	44	52	3	2	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	78	500	34545	100	98	99	420	420	432	24	23	14	26	26	24	44	47	53	6	3	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	--	--	35142	--	--	99	--	--	465	--	--	5	--	--	11	--	--	56	--	--	28
Students with Disabilities	NC	50	10161	NC	89	93	NC	393	419	NC	52	28	NC	28	28	NC	20	36	NC	NA	8
Students without Disabilities	73	450	69849	100	100	100	423	422	451	21	20	7	26	26	17	47	50	56	7	4	19
Limited English Proficient Students	61	348	14013	100	97	97	410	408	413	30	30	24	30	33	34	41	37	39	NA	1	3
Migrant Students	13	73	603	100	96	96	415	413	417	31	29	22	31	30	32	31	40	42	8	1	4
Economically Disadvantaged	78	497	39029	100	98	98	420	420	432	24	23	14	26	26	25	44	47	52	6	3	9
Non-Economically Disadvantaged	--	NC	40981	--	NC	100	--	NC	462	--	NC	6	--	NC	13	--	NC	54	--	NC	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	497	79438	100	98	98	413	414	451	29	26	9	31	37	24	37	35	56	3	2	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	245	38775	100	99	99	419	421	457	21	19	7	36	38	22	40	40	58	2	3	13
Male	36	252	40560	100	97	97	406	407	446	39	33	12	25	35	25	33	30	54	3	2	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	78	497	34297	100	98	98	413	414	434	29	26	14	31	37	31	37	35	50	3	2	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	--	--	34887	--	--	98	--	--	471	--	--	4	--	--	15	--	--	63	--	--	18
Students with Disabilities	NC	46	9588	NC	82	88	NC	381	416	NC	48	30	NC	41	32	NC	11	34	NC	NA	5
Students without Disabilities	73	451	69850	100	100	100	416	417	456	27	24	7	32	36	23	38	37	59	3	3	12
Limited English Proficient Students	61	345	13856	100	96	96	400	398	407	36	35	27	38	41	43	25	23	29	2	1	1
Migrant Students	13	72	600	100	95	96	404	403	418	31	32	22	38	43	38	31	24	39	NA	1	2
Economically Disadvantaged	78	494	38685	100	97	97	413	414	435	29	26	14	31	37	32	37	34	50	3	2	5
Non-Economically Disadvantaged	--	NC	40753	--	NC	99	--	NC	467	--	NC	5	--	NC	16	--	NC	62	--	NC	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	491	79971	99	97	99	383	391	423	22	16	8	40	48	41	38	36	49	NA	0	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	246	38974	98	99	99	393	407	437	20	12	5	37	41	33	44	47	57	NA	0	4
Male	36	245	40895	100	94	98	371	374	410	25	20	10	44	55	47	31	25	41	NA	NA	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	77	491	34481	99	97	99	383	391	410	22	16	10	40	48	46	38	36	43	NA	0	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	--	--	35150	--	--	99	--	--	437	--	--	5	--	--	35	--	--	56	--	--	5
Students with Disabilities	NC	48	10258	NC	86	94	NC	327	377	NC	40	23	NC	46	51	NC	15	25	NC	NA	1
Students without Disabilities	72	443	69713	99	98	100	388	396	429	19	13	5	40	48	39	40	39	52	NA	0	3
Limited English Proficient Students	60	342	13985	98	96	97	369	372	382	27	21	18	42	53	54	32	26	27	NA	NA	0
Migrant Students	13	74	608	100	97	97	371	362	389	23	26	16	42	53	50	15	22	33	NA	NA	0
Economically Disadvantaged	77	488	38994	99	96	98	383	390	409	22	16	10	40	48	47	38	36	41	NA	0	1
Non-Economically Disadvantaged	--	NC	40977	--	NC	100	--	NC	437	--	NC	5	--	NC	34	--	NC	56	--	NC	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	506	80147	100	100	99	459	448	482	18	23	11	21	28	17	51	43	49	10	6	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	256	39281	100	100	99	458	451	483	20	21	9	13	27	17	58	46	50	9	5	24
Male	39	250	40780	100	100	98	460	446	482	15	25	12	31	29	17	44	39	48	10	7	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	84	504	33494	100	100	99	459	448	466	18	23	15	21	28	23	51	43	49	10	6	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	--	NC	36122	--	NC	99	--	NC	501	--	NC	5	--	NC	10	--	NC	50	--	NC	35
Students with Disabilities	NC	50	10295	NC	98	92	NC	406	443	NC	66	33	NC	18	26	NC	14	33	NC	2	8
Students without Disabilities	76	456	69852	100	100	100	463	453	488	13	18	7	24	29	16	53	46	51	11	7	26
Limited English Proficient Students	67	378	12722	100	99	97	451	436	441	22	30	27	21	31	33	51	37	37	6	2	3
Migrant Students	22	90	622	100	99	97	456	449	454	23	26	19	18	23	30	45	43	43	14	8	8
Economically Disadvantaged	83	503	38371	100	99	97	459	449	465	18	23	15	20	28	23	52	43	49	10	6	13
Non-Economically Disadvantaged	NC	NC	41776	NC	NC	100	NC	NC	498	NC	NC	6	NC	NC	11	NC	NC	49	NC	NC	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	501	79686	100	99	98	427	430	470	35	30	11	33	37	24	31	32	57	1	1	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	255	39163	100	100	99	429	436	475	33	25	9	29	36	22	38	37	60	NA	1	10
Male	39	246	40438	100	98	97	425	424	465	36	35	13	38	38	25	23	26	54	3	1	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	84	499	33299	100	99	98	427	430	452	35	30	17	33	37	32	31	31	47	1	1	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	--	NC	35914	--	NC	98	--	NC	489	--	NC	5	--	NC	15	--	NC	67	--	NC	14
Students with Disabilities	NC	45	9808	NC	88	87	NC	392	432	NC	73	35	NC	13	32	NC	13	30	NC	NA	3
Students without Disabilities	76	456	69878	100	100	100	432	433	475	29	26	8	37	39	23	33	33	61	1	1	9
Limited English Proficient Students	67	373	12594	100	98	96	417	417	422	39	38	34	39	43	45	22	20	21	NA	NA	0
Migrant Students	22	88	611	100	97	95	428	435	439	32	26	22	32	33	39	36	40	37	NA	1	2
Economically Disadvantaged	83	498	38095	100	98	97	428	430	452	34	30	17	34	37	32	31	32	48	1	1	3
Non-Economically Disadvantaged	NC	NC	41591	NC	NC	99	NC	NC	486	NC	NC	6	NC	NC	16	NC	NC	65	NC	NC	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	501	80372	100	99	99	427	439	475	14	12	4	42	43	30	44	45	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	256	39452	100	100	99	447	456	488	7	7	3	40	37	22	53	56	72	NA	NA	3
Male	39	245	40836	100	98	98	403	421	464	23	17	6	44	49	37	33	34	56	NA	NA	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	84	499	33608	100	99	99	427	439	462	14	12	6	42	43	36	44	45	57	NA	NA	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	--	NC	36213	--	NC	99	--	NC	489	--	NC	2	--	NC	22	--	NC	72	--	NC	3
Students with Disabilities	NC	45	10526	NC	88	94	NC	357	427	NC	44	15	NC	40	53	NC	16	31	NC	NA	1
Students without Disabilities	76	456	69846	100	100	100	435	446	482	11	9	3	42	43	26	47	48	69	NA	NA	2
Limited English Proficient Students	67	373	12747	100	98	97	420	425	432	16	15	12	43	51	52	40	35	36	NA	NA	0
Migrant Students	22	88	621	100	97	97	427	439	452	14	11	9	36	42	40	50	47	51	NA	NA	0
Economically Disadvantaged	83	498	38521	100	98	98	427	439	461	14	12	6	41	43	38	45	45	55	NA	NA	1
Non-Economically Disadvantaged	NC	NC	41851	NC	NC	100	NC	NC	489	NC	NC	3	NC	NC	22	NC	NC	72	NC	NC	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	544	79306	100	98	99	478	472	504	21	27	13	28	31	20	49	38	49	2	4	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	266	38845	100	99	99	482	471	505	17	29	11	21	29	20	57	38	50	4	5	18
Male	39	278	40383	100	97	98	472	473	504	26	25	14	36	33	19	38	38	47	NA	4	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	86	543	32673	100	98	99	478	472	487	21	27	18	28	31	25	49	38	46	2	4	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	--	NC	36234	--	NC	99	--	NC	523	--	NC	6	--	NC	13	--	NC	52	--	NC	28
Students with Disabilities	NC	59	10286	NC	88	91	NC	434	462	NC	66	41	NC	24	27	NC	10	27	NC	NA	5
Students without Disabilities	78	485	69020	100	99	100	480	476	510	19	22	9	26	32	18	53	42	52	3	5	21
Limited English Proficient Students	56	345	10291	100	97	96	464	456	458	30	37	38	36	37	34	34	26	26	NA	1	2
Migrant Students	13	89	630	100	96	95	465	471	478	31	30	24	31	25	27	38	40	43	NA	4	6
Economically Disadvantaged	86	541	37437	100	97	97	478	472	486	21	26	19	28	31	26	49	38	46	2	4	9
Non-Economically Disadvantaged	--	NC	41869	--	NC	100	--	NC	521	--	NC	7	--	NC	14	--	NC	51	--	NC	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	545	79000	100	98	98	456	452	489	24	27	10	38	41	24	37	31	58	NA	1	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	266	38774	100	99	99	466	454	494	17	23	7	34	42	22	49	34	61	NA	1	10
Male	39	279	40150	100	97	98	445	450	485	33	30	12	44	41	25	23	28	55	NA	2	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	86	544	32508	100	98	98	456	452	472	24	27	15	38	41	33	37	31	49	NA	1	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	--	NC	36135	--	NC	98	--	NC	508	--	NC	4	--	NC	14	--	NC	67	--	NC	15
Students with Disabilities	NC	60	9991	NC	90	88	NC	417	449	NC	63	33	NC	27	36	NC	10	29	NC	NA	2
Students without Disabilities	78	485	69009	100	99	100	460	456	495	22	22	6	38	43	22	40	33	62	NA	1	10
Limited English Proficient Students	56	346	10199	100	97	95	440	436	439	34	38	35	45	47	47	21	14	18	NA	1	0
Migrant Students	13	90	629	100	97	95	448	451	457	38	23	22	23	46	41	38	31	37	NA	NA	1
Economically Disadvantaged	86	542	37234	100	97	97	456	452	472	24	27	15	38	41	33	37	31	50	NA	1	3
Non-Economically Disadvantaged	--	NC	41766	--	NC	99	--	NC	505	--	NC	5	--	NC	16	--	NC	65	--	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	548	79611	99	99	99	427	454	496	27	18	7	45	52	37	28	30	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	266	39016	100	99	99	470	475	511	11	10	4	51	53	29	38	37	66	NA	NA	1
Male	38	282	40519	97	98	98	371	434	482	47	26	10	37	51	44	16	23	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	85	547	32855	99	99	99	427	454	481	27	18	10	45	52	43	28	30	47	NA	NA	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	--	NC	36380	--	NC	99	--	NC	511	--	NC	4	--	NC	30	--	NC	65	--	NC	1
Students with Disabilities	NC	64	10664	NC	96	94	NC	403	440	NC	36	23	NC	55	54	NC	9	22	NC	NA	1
Students without Disabilities	77	484	68947	99	99	100	431	460	504	26	15	4	44	52	34	30	33	61	NA	NA	1
Limited English Proficient Students	55	348	10362	98	98	97	399	432	438	35	24	22	55	61	57	11	15	21	NA	NA	NA
Migrant Students	12	91	636	92	98	96	416	451	467	25	19	14	50	55	47	25	26	38	NA	NA	0
Economically Disadvantaged	85	545	37626	99	98	98	427	454	479	27	18	10	45	52	45	28	30	45	NA	NA	0
Non-Economically Disadvantaged	--	NC	41985	--	NC	100	--	NC	511	--	NC	4	--	NC	30	--	NC	65	--	NC	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	566	79327	99	99	98	504	493	518	25	30	19	22	25	20	44	40	46	9	5	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	291	38961	98	99	98	498	495	520	21	26	16	29	26	20	48	43	48	2	5	16
Male	44	275	40295	100	99	97	512	491	516	30	33	21	14	24	19	39	38	44	18	5	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	96	564	32327	99	99	98	504	493	499	25	30	27	22	25	25	44	40	41	9	5	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	--	NC	36373	--	NC	98	--	NC	538	--	NC	10	--	NC	14	--	NC	52	--	NC	25
Students with Disabilities	NC	39	9321	NC	93	87	NC	462	467	NC	67	54	NC	13	22	NC	21	21	NC	NA	3
Students without Disabilities	89	527	70006	99	100	100	506	496	524	24	27	14	20	26	19	46	42	49	10	5	18
Limited English Proficient Students	64	336	9431	98	98	95	491	476	466	31	43	53	28	29	27	36	26	18	5	1	1
Migrant Students	21	102	635	100	98	94	498	488	488	29	30	31	19	29	29	48	39	36	5	1	4
Economically Disadvantaged	96	563	37097	99	99	97	504	493	498	25	29	27	22	25	25	44	40	41	9	5	7
Non-Economically Disadvantaged	--	NC	42230	--	NC	99	--	NC	535	--	NC	11	--	NC	15	--	NC	50	--	NC	24

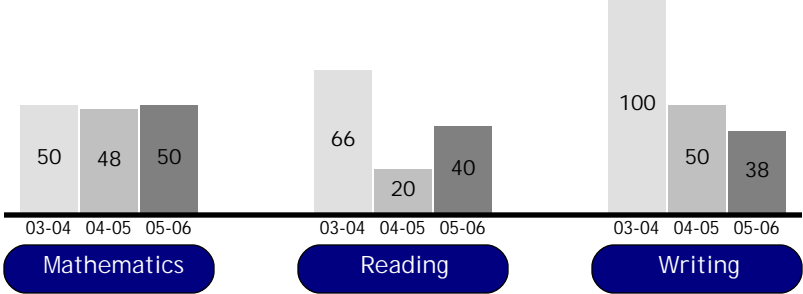
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	567	79501	99	99	98	466	467	497	24	23	10	39	40	25	38	37	60	NA	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	292	39062	98	100	99	466	471	502	19	20	8	40	38	23	40	42	64	NA	0	5
Male	44	275	40368	100	99	98	465	462	491	30	27	13	36	42	27	34	31	57	NA	1	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	96	565	32389	99	99	98	466	466	478	24	23	16	39	40	34	38	36	48	NA	1	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	1
White	--	NC	36446	--	NC	99	--	NC	516	--	NC	4	--	NC	15	--	NC	73	--	NC	7
Students with Disabilities	NC	39	9411	NC	93	88	NC	431	453	NC	56	36	NC	33	36	NC	10	26	NC	NA	1
Students without Disabilities	89	528	70090	99	100	100	468	469	502	20	21	7	40	40	24	39	38	65	NA	1	5
Limited English Proficient Students	64	337	9401	98	99	94	451	445	443	34	37	40	44	49	46	22	14	14	NA	NA	0
Migrant Students	21	102	642	100	98	95	465	462	465	19	22	24	48	48	41	33	29	35	NA	1	0
Economically Disadvantaged	96	564	37183	99	99	97	466	467	479	24	23	16	39	40	34	38	36	49	NA	1	1
Non-Economically Disadvantaged	--	NC	42318	--	NC	99	--	NC	513	--	NC	5	--	NC	17	--	NC	70	--	NC	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	569	80000	99	100	99	539	542	564	5	6	3	19	15	11	73	73	75	3	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	294	39288	100	100	99	549	556	579	4	5	2	13	8	6	81	79	77	2	9	16
Male	43	275	40644	98	99	98	528	526	549	7	7	4	26	22	15	63	68	74	5	4	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	96	567	32672	99	100	99	539	541	548	5	6	4	19	15	14	73	73	76	3	6	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	--	NC	36602	--	NC	99	--	NC	579	--	NC	2	--	NC	7	--	NC	75	--	NC	16
Students with Disabilities	NC	42	9919	NC	100	93	NC	485	505	NC	14	9	NC	36	35	NC	48	54	NC	2	2
Students without Disabilities	89	527	70081	99	100	100	544	546	571	6	5	2	15	13	7	76	75	79	3	7	12
Limited English Proficient Students	64	339	9571	98	99	96	522	513	502	8	9	10	27	23	29	64	67	60	2	1	1
Migrant Students	21	102	654	100	98	97	532	537	534	10	7	7	10	15	16	81	75	74	NA	4	3
Economically Disadvantaged	96	566	37534	99	99	98	539	542	547	5	6	4	19	15	15	73	73	76	3	7	5
Non-Economically Disadvantaged	--	NC	42466	--	NC	100	--	NC	578	--	NC	2	--	NC	7	--	NC	75	--	NC	16

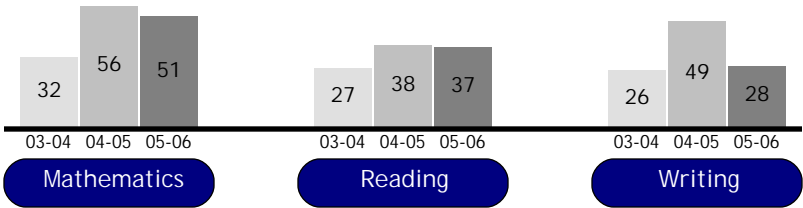
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	91	NA	NA	58	100	31	22	47	100	28	21	46
	Language	92	NA	9	50	100	38	28	47	100	34	27	48
	Mathematics	94	NA	29	64	100	42	36	50	100	37	30	52
3	Reading	98	17	NA	55	97	19	19	44	100	17	18	46
	Language	100	36	31	61	97	21	22	44	100	22	21	46
	Mathematics	99	51	44	61	95	30	31	51	100	28	28	52
4	Reading	96	20	NA	56	96	26	24	48	100	21	24	52
	Language	100	26	23	52	96	29	28	49	100	22	27	52
	Mathematics	99	48	43	61	98	35	35	53	100	37	35	58
5	Reading	92	25	NA	55	99	30	27	50	99	27	24	56
	Language	98	28	25	49	99	35	33	50	99	30	28	54
	Mathematics	98	53	45	63	99	38	34	49	99	34	32	52
6	Reading	98	34	NA	56	98	30	31	51	100	32	34	56
	Language	98	38	27	48	98	37	33	47	100	39	34	50
	Mathematics	98	71	62	66	98	51	42	52	100	58	44	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Rio Colorado Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- ü Parent and Community Involvement
- ü Budgeting Resources
- ü Site Plan Development
- ü School Improvement
- ü Extracurricular Activities
- ü Instructional Goals and Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	5.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	2	0	0
4 to 6 years	6	3	0	0
7 to 9 years	1	1	0	0
10 or more years	13	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	13%
Percent of core classes not taught by Highly Qualified Teachers	25%

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Multi-media Library
- ü Media Studio

Extracurricular Activities

- ü Student Council
- ü Band and Mariachi
- ü Choir
- ü Drama Club

Social Services

- ü School Based Health Clinic
- ü Pre-School
- ü Computer Technology Classes
- ü Parenting Classes
- ü ESL Adult Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Increased academic math achievement scores on the Stanford 9 test to an average score above the 50%ile.
- ü Increased English oral, reading and writing development. Implementation of targeted on-going interventions.
- ü Increased parent communication through direct teacher contact. Decreased student suspensions and truancy.
- ü Improved coaching/mentoring strategies through implementation of CBAM (concerns based assessment model) and staff training and development.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	95	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Rio Colorado staff provide a positive and threat-free environment. Rio Colorado provides character development messages through public announcements and written messages. We have a zero tolerance on fighting and bullying. We follow and promote state guidelines on health and nutrition

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Alyson Grice Bequette	(928) 627-6900
Transportation Policy	Connie Rutherford	(928) 627-6559
Community Resources	Martha Martinez	(928) 627-6900
School Nutrition Programs	Delia Gradias	(928) 627-6928
Parent Organization	Martha Martinez	(928) 627-6900
Student Health/Nurse	Rosie Figueroa/Laura Arellano	(928) 627-6901

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.